Formative Assessment Practices:

Connecting the Interims and the Digital Library

OPI Assessment and Data Conference 2019
Bozeman, MT

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Putting Montana Students First A+

Learning Goals and Success Criteria

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Learning Goals:

Learn about formative assessment and identify tools to use in the formative assessment process

Gain tips and ideas to intentionally use interim assessment blocks to gather and act on information about student learning

Success Criteria:

We will know we have been successful when educators…

Use formative assessment tools and practices in their classrooms

Use an interim assessment block in one or more ways to gather and act on information about student learning

- **Reflect** on the process of using interims to gather information about student learning to inform instruction
- **Implement next steps** to move student learning forward

Introductions

Intro Activity

- On an index card
  - Answer “What is formative assessment?”

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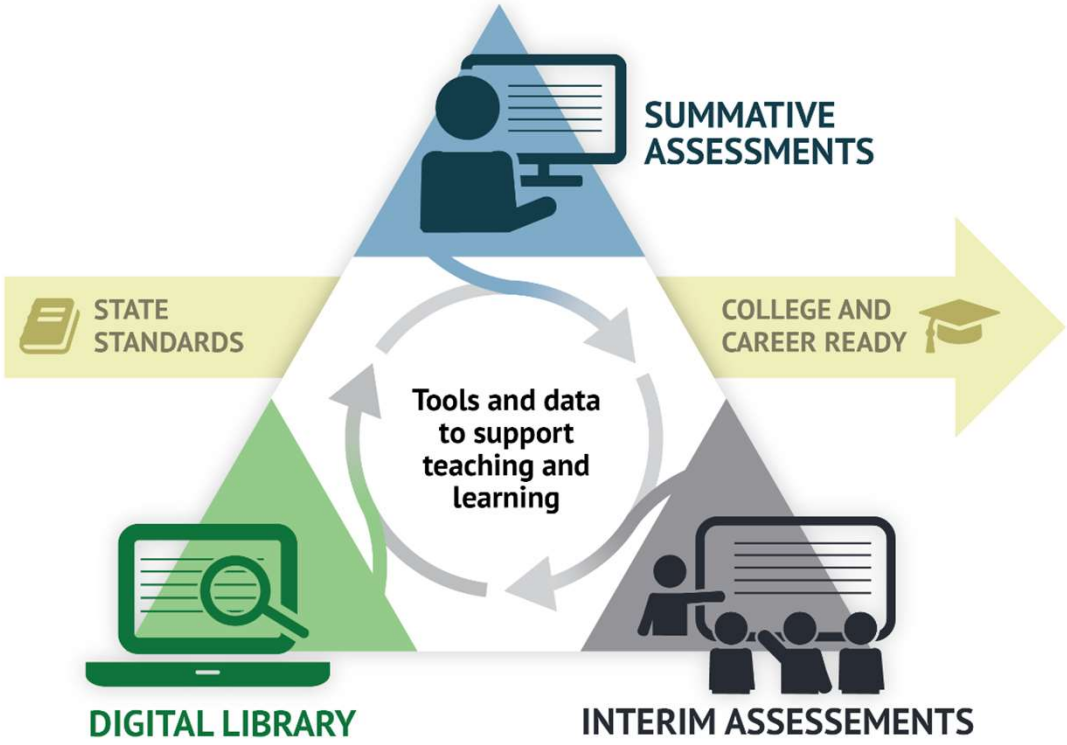
A System of Assessments



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Smarter Balanced Assessment Consortium

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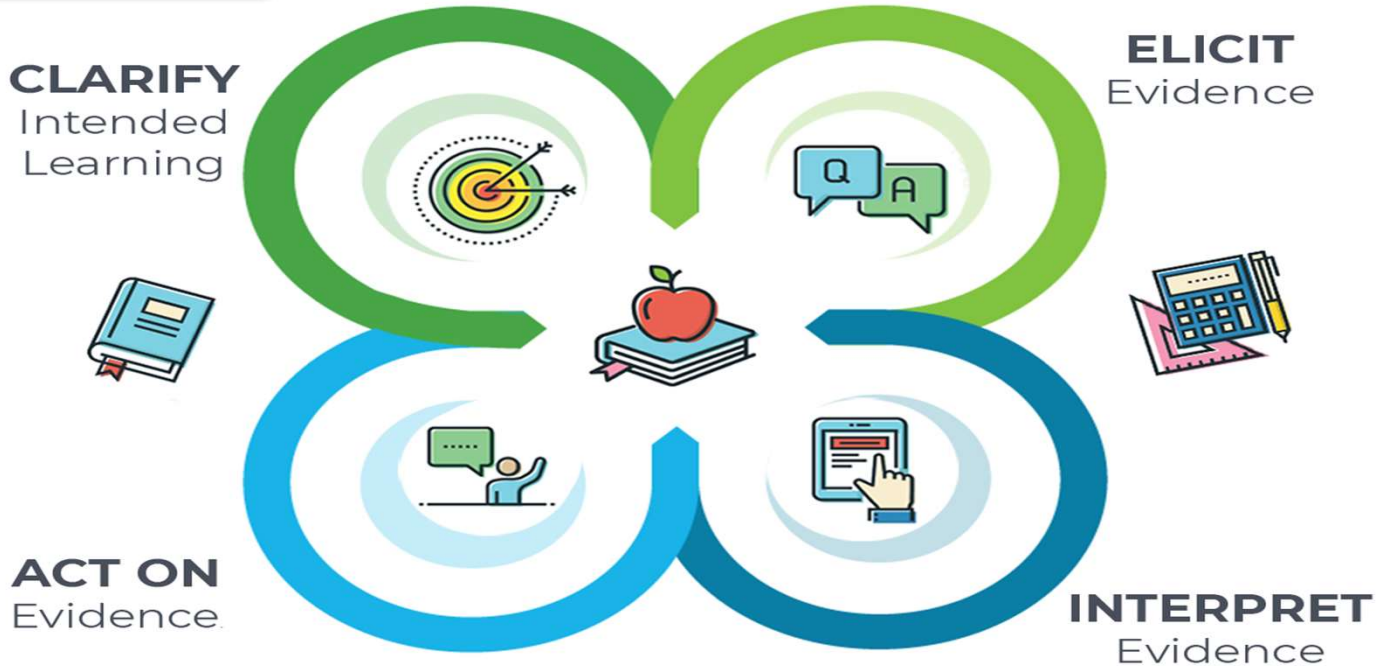
FORMATIVE ASSESSMENT PROCESS



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Formative Assessment

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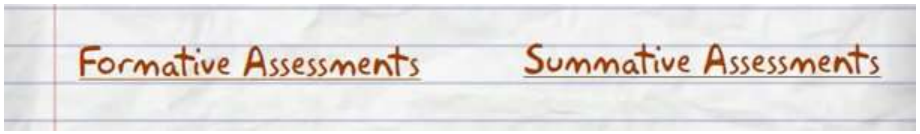
Process, Tools, and the Digital Library

Definition -

"Formative Assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies and improves students' attainment of curricular learning targets/goals."



Formative assessment is not a worksheet, test, assessment, or quiz given at the end of a learning period.

What Formative Assessment Is:

An ongoing process of collecting evidence of student learning **during instruction**

- **inform next steps in teaching and learning while there is still an opportunity to influence learning.**
- **Identifying areas of need at the end of a unit may influence subsequent instruction, but it is not the heart of formative assessment.**

When Formative Assessment takes place….

The idea of “during instruction” can mean both:

- during a class period as students and teachers are engaged in a learning experience
- during an instructional sequence that may span several weeks.

A teacher can **make adjustments** to the instructional plans to account for students’ current understanding and to support them moving closer to the intended learning goals.

Who is involved in Formative Assessment…

The process of formative assessment includes:

- both students and teachers in the collection and consideration of evidence of learning; formative assessment is something educators do *with* students.

Five Attributes of Formative Assessment

- **Learning Progressions** should clearly articulate the sub-goals of the ultimate learning goal.
- **Learning Goals and Criteria for Success** should be clearly identified and communicated to students.
- Students should be provided with **descriptive evidence-based feedback** that is linked to the intended instructional outcomes and criteria for success.
- Both **self- and peer assessment** are important for providing students an opportunity to think meta-cognitively about their learning.
- A classroom culture in which teachers and students are **collaborative partners in learning** should be established.

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Research says:

Consistent use of these formative strategies can double the speed of student learning.

Dylan Wiliam
www.dylanwiliam.org

Not just a test! – Additional Research

Formative assessment involves multiple activities, not just the administration of a single test.

One of those activities is the use of assessments to elicit evidence regarding students' understanding of and mastery of a given standard or concept.

Popham, Transformative Assessment, 2008

https://www.smarterbalancedlibrary.org/content/why-formative-assessment

Smarter Balanced Assessment

Digital Library

- An online collection of instructional and professional learning resources contributed by educators for educators.
- Resources are aligned with the intent of the Common Core State Standards and will help educators implement the Formative Assessment Process to improve teaching and learning.

What Is the Digital Library?

Non-Examples

- Not an assessment bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for the general public (the library will require registration and login)
- Not a site where any resource can automatically be posted: all resources must be vetted through the Quality Criteria.

Value in these Resources

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- **Aligned to the MT ELA and Math standards**
- **Aligned to the targets within the standards**
- **Aligned to the Formative assessment process**

Highlights

- Find a ***unique*** resource for:
  - Instructional Use
  - Professional development
- Create Forum topics that are of current wonderings
- Collaborate with teachers across Smarter Balanced states
- Mark a resource as a favorite
- Playlists align resources to Interim assessment results
- Send a resource to a colleague

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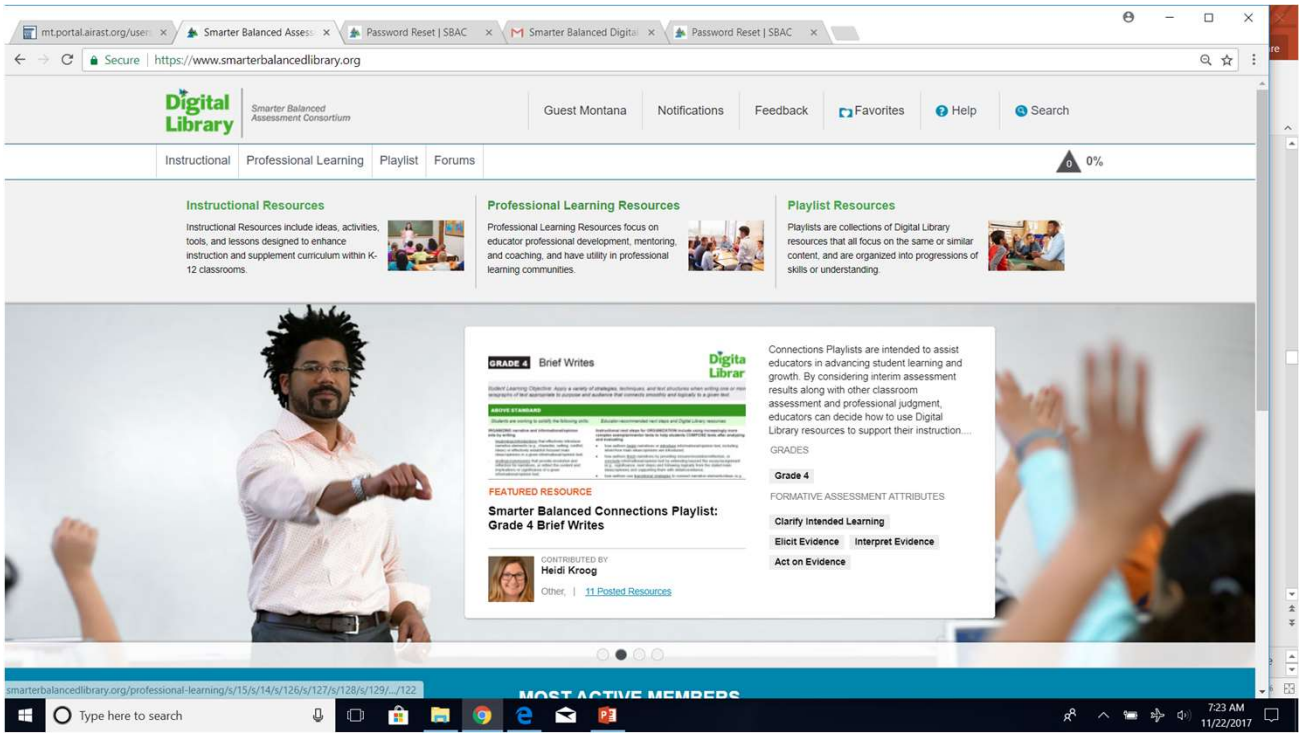
Digital Library Landing Page



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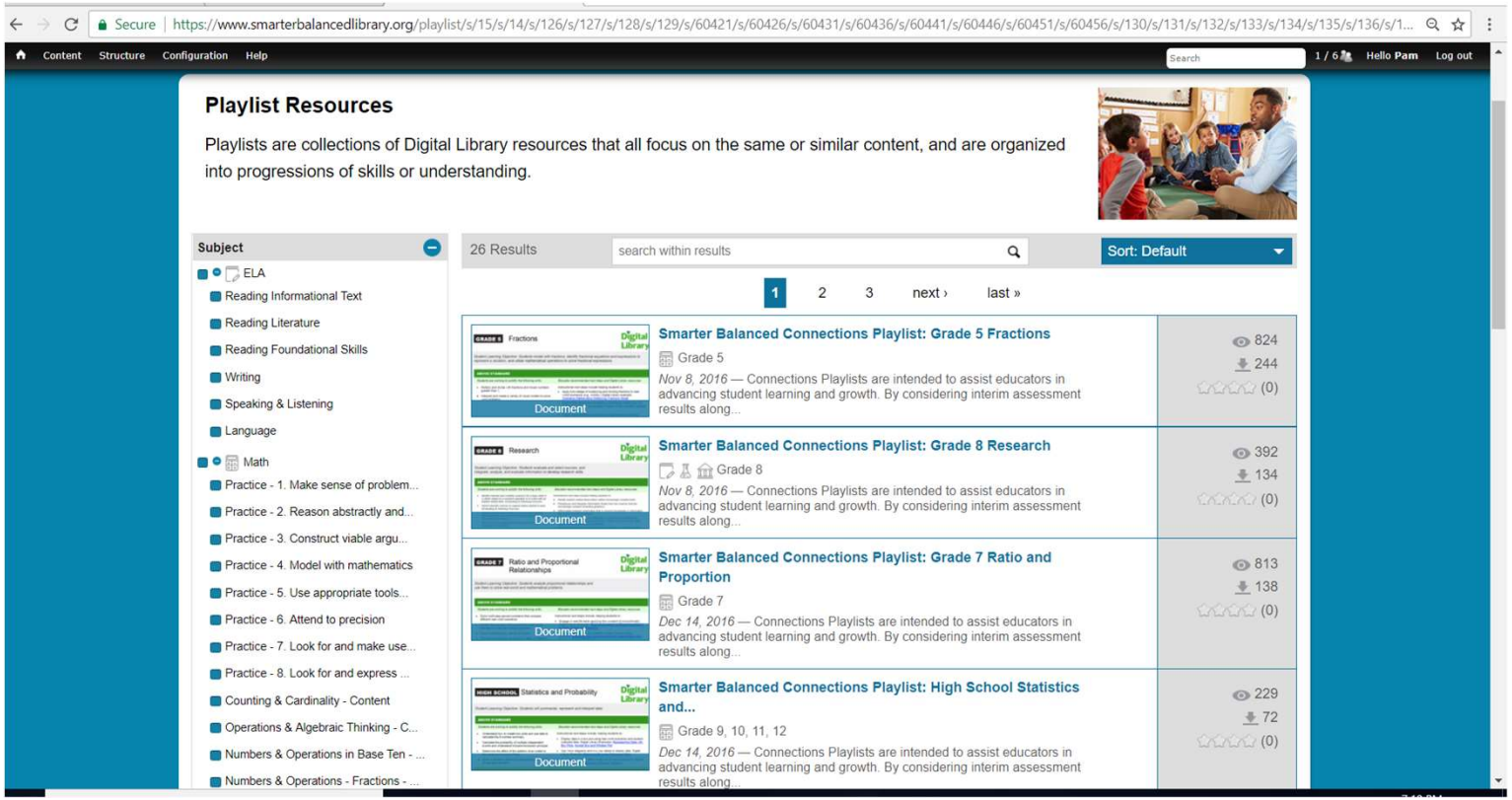
Educational Resources



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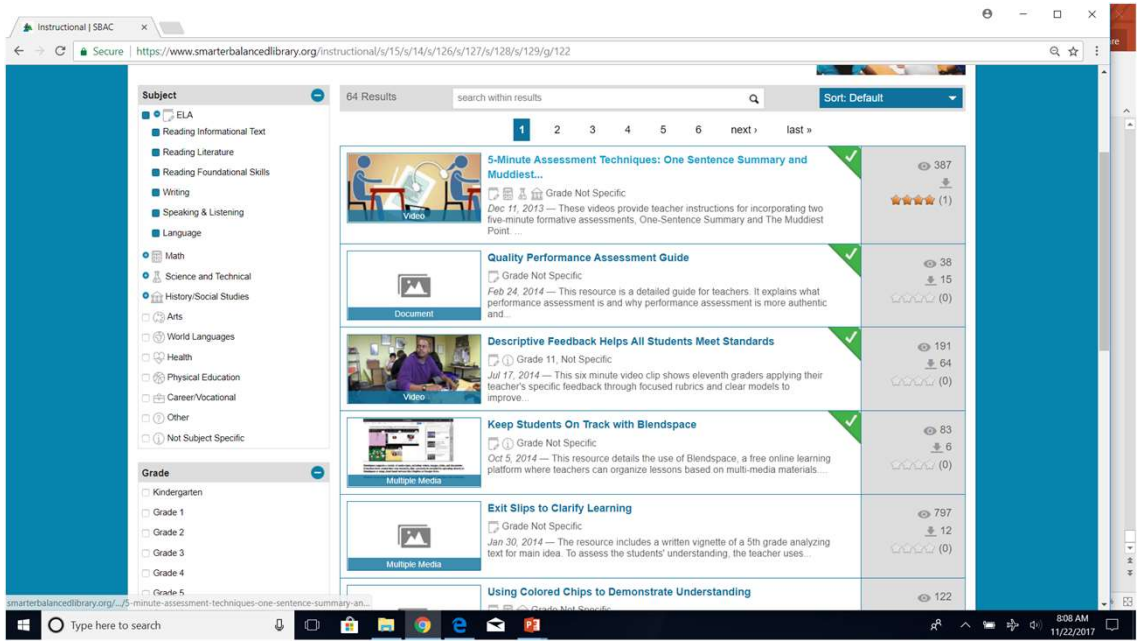
Digital Library Functionality



- Enable trained educators (SNEs and SLTs) to submit, review, and publish resources
- Allow educators to view, download, and rate resources
- Use state-of-the-art tagging and search to quickly find resources by CCSS and other topics
- Enable educators from across the Consortium to collaborate and share their knowledge

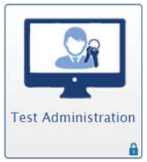
Alignment to Interims

Playlists

The Interim Block Assessment/Digital Library Connection

- Educator views IAB in Assessment Viewing Application

- Educator administers the IAB to students



- Educator will use the Teacher Hand Scoring System to score any items needing hand scoring

- Educator views student results in Airways tool

- Educator logs into the Digital Library, finds the playlist for the IAB and uses the resources gathered in the playlist to address students' learning based on the score band described in the playlist

Logging In: mt.portal.airast.org

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mt.portal.airast.org

Locating the Interim Tools

Four Ways to Use Interim Assessment Blocks (IABs) with Students

1. Quick Check – Individual Items
2. Instructional Activity – Together
3. Clarifying Criteria – Scoring Guide
4. Standardized – Formal Administration

Reminders

★**Interims are**:

- for teachers and students
- to be used in classrooms

  *Interims are only meant to be **used in classrooms** with students—do not send them home or post online.*

★These interim uses are not an exhaustive list - **be creative**!

★**Questions**—state assessment team

Use 1: Individual Items "Quick Check"

- **Purpose:** Quick check of understanding
- **Who:** Whole class using a single item
- **Delivery:** Project single item on screen
- **Task:** Students respond on paper, journals, whiteboards, etc.

Use 1: Individual Items "Quick Check"

CONSIDERATIONS:

– Select questions aligned to current instruction

– Use constructed response items

– Select items & formative strategies that allow an opportunity to observe students' thinking

SUGGESTED FORMATIVE STRATEGIES:

–Red, Yellow, Green, Blue

–Stars and Stairs

–Entry/Exit Tickets

Use 2: Instructional Activity "Together"

- **PURPOSE:** Check individual and collective understanding; create discourse
- **WHO:** Partners to small groups
- **DELIVERY:** computer or handwritten
- **TASK:** Students work collaboratively or discuss after completing individually

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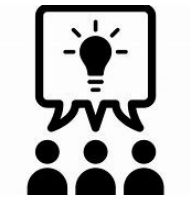
Use 2: Instructional Activity "Together"

- **CONSIDERATIONS:**
  - Discourse is essential for students and teachers
  - Discourse varies by content
  - Use of scoring criteria or rubrics



- **SUGGESTED FORMATIVE STRATEGIES:**
  - Think - Pair - Share
  - Gradual Release - "We do" to "You do"
  - Productive Struggle - "You do" to "We do"

Use 3: Clarifying Criteria

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- **PURPOSE:** Calibrate scoring criteria with students in order to engage in self-assessment and peer feedback
- **WHO:** Small groups to whole group
- **DELIVERY:** Computer or handwritten
- **TASK:** Students work collaboratively to discuss criteria-based evaluation

Use 3: Clarifying Criteria

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- **CONSIDERATIONS:**
  - Samples, scoring criteria, and rubrics
  - Secure hand scoring materials
  - Student identifiable information

- **SUGGESTED FORMATIVE STRATEGIES:**
  - Peer Feedback
  - Sentence Frames
  - Student Self-Reflection

Use 4: Formal Administration

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- **PURPOSE:** Measure what students know and can do at a point in time
- **WHO:** Individual students
- **DELIVERY:** Computer
- **TASK:** Interim is administered in a standardized approach (e.g. similar to summative administration)

Use 4: Formal Administration

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- **CONSIDERATIONS:**
  - Toward end-of-unit assessment
  - Include time for instructional adjustments

- **SUGGESTED FORMATIVE STRATEGIES:**
  - Digital Library Connection Playlist Resources
  - Formative Strategies in Resources
  - Teacher Reflection of Results
  - Student Goal Setting Based on Results

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Playlist Example: IAB Fractions

Grade 4 Fractions

Student Learning Objective: Ordering and equivalent fractions		
Scale Score Associations*	**Evidence**	**Digital Library Resources**
Below 2410 *Building understanding about part-to-whole relationships*	Educators can further diagnose a student's understanding of: • Part to whole relationships • Equivalent fractions	• Pre-teaching Fractifon Concepts • Lessons for Fractions in Fourth Grade • Developing Effective Fractions Instruction for K-8
Score Range 2411-2484 *Building understanding about fractions as numbers on a number line*	Educators can gather additional evidence for a student's understanding of: • Comparing fractions with like or unlike denominators • Modeling with mathematics • Regularity with repeated reasoning	• 4th Grade Math: Ordering Numbers, Fractions, and Expressions • Understanding Fractions: Clarify Intended Learning • Understanding Fractions: Elicit Evidence • Understanding Fractions: Interpret Evidence • Understanding Fractions: Act On Evidence • Developing Effective Fractions Instruction for K-8
Score Range 2485-2549 *Extending understanding about fractions as numbers on a number line*	Educators can extend a student's understanding of: • Comparing fractions and decimals for placement on a number line	• Number Rights and Pearl Diver • Lessons for Fractions in Fourth Grade • Developing Effective Fractions Instruction for K-8

*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components

Playlist Example: IAB Informational Text

Grade 4 Reading of Informational Text

Student Learning Objective: Reading informational text		
Scale Score Associations*	**Evidence**	**Digital Library Resources**
Below 2415 *Developing reading with below grade level text complexity.*	Educators can further diagnose a student's understanding of: • Reading text[1] that is below grade level.	• Text Selection Guidelines: Teaching and Assessing • Common Core Teaching and Learning Strategies: ELA Informational Text K-5 • Formative Assessment Primary Classroom Video
Score Range 2416-2472 *Developing reading with on grade level text complexity.*	Educators can gather additional evidence for a student's understanding of: • Reading text that is on grade level.	• Using Text Based Evidence for Informational Text • Using Close Reading to Improve Comprehension in Elementary Classrooms • Close Reading Informational (Nature/Animal) Text
Score Range 2473-2533 *Developing reading with above grade level text complexity.*	Educators can extend a student's understanding of: • Reading text that is above grade level.	• Integrate Information from Several Texts: Clarify Intended Learning • Integrate Information from Several Texts: Act on Evidence • Integrate Information from Several Texts: Interpret Evidence

*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components.

Access to the Digital Library

- Provided by OPI to Montana educators at no charge
  - All licensed educators in Montana schools
- Have a password???
  - https://sso.smarterbalanced.org/auth/UI/Login

OR

- Do a self sign-up from the DL tool card on the MT portal at https://mtportal.airast.org
- Don't have a password or don't remember it???
  - Pam Birkeland, pbirkeland@mt.gov
  - 406-560-2060

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Take Action

Set your **intention** & **write it down**

- ***What*** will you do?
- ***When*** will you do it?
- ***How*** will you decide what's next?

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THANK YOU

Questions?

OPI Assessment Help Desk

1-844-867-2569

opiassessmenthelpdesk@mt.gov

Pam Birkeland, Digital Library Lead

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pbirkeland@mt.gov